



Grade 7 Writing

Released Items
Winter 2002

DAY 1 DAY 1 DAY 1

WRITING ABOUT THE TOPIC:

Sometimes people need advice to help them make a difficult choice or face a difficult decision. At other times, words of advice might encourage or motivate people. **Write about giving advice or encouragement to others.**

You might, for example, do **one** of the following:

write about advice or encouragement you would give someone younger than you

OR

describe a time when someone should have listened to advice from others

OR

show how words of advice or encouragement from someone
older have really helped you

OR

describe a time when advice might not be appreciated

OR

tell about a time when advice really motivated you or someone else

OR

write about the topic in your own way.

You may use examples from real life, from what you read or watch, or from your imagination. Your writing will be read by interested adults.

You may use this area and the following pages for freewriting, clustering, outlining, webbing, listing, etc. When you are ready, begin your draft.

DAY 2 DAY 2 DAY 2

REVISING AND POLISHING

REVIEW OF WRITING

DIRECTIONS:

Use the following checklists as you revise and proofread the piece you have written. Any writing you want scored must start on page 3 in your *Final Copy Answer Booklet*. No additional paper will be scored. Do not use correction fluid. If you make an error, cross it out, and write your correction above or next to it.

CHECKLIST FOR REVISION:

- Do I have a clear central idea that connects to the topic?
- Do I stay focused on my central idea?
- Do I support my central idea with important details/examples?
- Do I need to take out details/examples that DO NOT support my central idea?
- Is my writing organized and complete, with a clear beginning, middle, and end?
- Do I use a variety of interesting words, phrases, and/or sentences?

CHECKLIST FOR POLISHING:

- Have I checked and corrected my spelling to help readers understand my writing?
- Have I checked and corrected my punctuation and capitalization to help readers understand my writing?

Holistic Scorepoint Descriptions Grade 7

Here is an explanation of what readers think about as they score your writing.

- 4 The central idea is clear and focused, and the writer uses creative, insightful detail. The organization helps unify the piece, and moves the reader easily through the text. The voice of the writer comes through in the rich and precise word choice and effective use of varied sentence structure. The text demonstrates varied use of standard writing conventions with few errors.
- 3 The central idea is clear and focused, and the writer adds basic detail. Overall organization is apparent but may be too obviously structured; there may be extraneous detail which interferes with unity. The writing demonstrates varied sentence structure as well as appropriate word choices, including some engaging vocabulary. Surface feature errors may occasionally distract the reader, but they do not interfere with understanding.
- 2 The central idea is somewhat developed and the writer includes some detail. However, focus may shift and some details may be extraneous. An attempt at organization is apparent although ideas may lack a sense of wholeness. Vocabulary is limited or inappropriate to the task; sentence structure may be simple. Surface feature errors make understanding difficult.
- 1 The writing may show little or no development of a central idea, or may be too limited in length to demonstrate proficiency. Organization may be lacking or may seem arbitrary. Vocabulary is limited; sentences may be choppy, incomplete, or rambling. Numerous surface feature errors may severely interfere with understanding.

Not ratable if:

off topic

illegible

written in a language other than English

blank/refused to respond

Student Response 1

I get encouragment when I'm
wrestling. People on my team

Score Point: 1

This response shows no development of a central idea. It is too limited in length to demonstrate proficiency.

Student Response 2

I was giving advice to a teenager named R. He was a loud mouth, so I gave him advice as it did not work. On the bus I told him this, "at least I got a girlfriend," then a fat one." R said. Then I said, "well R if you keep your mouth shut - then you can get a girl, but if you don't then I guess you will be lonely so he didn't keep his mouth shut. See R that's what I mean, keep your mouth shut dummy," so he did it till the next morning. He had it wide open, so I didn't say a word. so I had to keep giving him advice until he stops.

Score Point: 1

This response has some development through the use of dialogue. The story progresses, but there are gaps that cause confusion as the writer jumps from one event to another (didn't keep his mouth shut...See R that's what I mean).

Student Response 3

Encouragement means something that encourages; teacher praise to encourage a student. Criticism means an unfavorable comment or severe judgment of faults. Positive Criticism means the comment or advice of a favorable critic. A critic is a person whose occupation is to form or write such judgments.

Well one day I was watching television when my brother came into the Den. Even when my Parents told him not to, he picked up my report card. Even though I had gotten good grades he started to criticize me. My parents gave me encouragement, but my brother kept at it. I was up in my room when he bust in and starts harassing me. It was kind of annoying because I had to finish reading, but I did not stray from my reading. And when my brother got criticism for some reason I always stick up for him.

I think that encouragement helps when you're discouraged. And when someone criticizes you stick it out with help from encouragement.

Score Point: 1

This high "1" response has some development of a central idea; however, the progression of events is unclear (watching TV, brother comes in, brother busts in, I was reading). The sudden focus shift at the end to an explanation of how the writer sticks up for the brother and how encouragement is helpful also weakens the response.

Student Response 4

Friday after school my dad told me that I could get every kind of dog I want to, but I didn't know what kind of dog to get so I asked some of my friends to help me pick one out of the dog pound. we were discussing if I should get a Pit bull or a down mason. I was all read thinking to my self get a Pit bull so I did. so after we left from the dog pound we went to the pet stor. so we could get dog, food, a leash, and toys, and then when we left from the pet stor we went home and I named her Princess. so my

and Princes went for a walk and every body
was giving compliment about my dog. If I didn't
have my friend with me I would not have Princes.

Score Point: 2

This low "2" response is a complete story. Although there are few details and multiple surface error features, there are no gaps and the story progresses smoothly from beginning to end. The internal dialogue (thought to myself get a pitbull) and the effective close help to move this response into the "2" score point range.

Student Response 5

ONE DAY MY UNCLE D TOOK MY
FREIND M AND ME TO THE STORE AND
ON ARE WAY HE SAID I HOPE YOU DONT
SMOKE BECAUSE IT IS BAD FOR YOU. HE
STARTED TELLING US WHAT IT CAN DO TO
US HE SAID IT CAN BLACKEN YOUR LUNG
IT CAN MESS UP YOUR HEART, IT CAN TAKE
YOUR VOICE AWAY SO YOU HAVE TO TALK
LIKE A ROBOT. HE TOLD US DONT EVEN
BE AROUND PEOPLE THAT SMOKE BECAUSE
YOU WOULD START LIKING IT HE SAID
2ND HAND SMOKE IS BAD FOR YOU.
IF ONE OF YOUR FRIENDS SAY LETS GO
SMOKE SAY NO THEN I SAID IF WE SAY
NO THEY ARE GOING TO SAY YOU ARE A LIL
PUNK BECAUSE YOU DONT WANT TO SMOKE
THEN SAY SMOKEING IS BAD FOR YOU.
IT CAN MARK YOU FOR LIFE. YOU SEE
PEOPLE THAT SMOKE THEY ARE DIEING
OF LUNG CANCER YOU DONT WANT TO
DIE, THEN SAY NO TO DRUGS. YOU ARE
PROBLEM SMOKEING TO FIT IN

Score Point: 2

This response, although sparse, is somewhat developed. It is a complete explanation with specific details. There are no gaps and the use of transitional devices helps move the reader through the response.

Student Response 6

In the year 2000, I suddenly started to like the game of ping-pong. I liked it a lot. In fact, I became obsessed with it. I would play and play whenever I got the chance. I wasn't very good, but I had fun playing.

For my birthday, my father gave me a ping-pong table. I was so happy that I almost started to cry. I played for at least an hour every day. If my dad was busy, then I would fold half of the table and hit against it.

One of my dad's friends was very good at ping-pong. He had tremendous reflexes so nothing could get past him. One day he came to our house to show my dad a computer program. I asked him if he would play with me and he did. He started giving me advice on how to hit the ball properly with spin, power, and accuracy. He also recommended that I should start using a paddle with thicker rubber. I tried it and I played terrible.

My dad's friend held a halloween party at his house a couple of weeks later. All my friends and I played ping-pong. He gave us tips including the one about using a different paddle. All of my friends started using thick paddles and I thought they were going to play lousy. By the end of the party, they were playing 50% better.

I tried playing with it again at my house and I still hated it. It was too heavy for me. After a week I suddenly was playing awesome. It proves that kids should always take advice from elders. They know what they're doing.

Score Point: 2

This high "2" response is somewhat developed. It is a complete story that progresses logically from beginning to end. The specific detail provided throughout the narrative enhances the response. However, the writer seems to race to closure. More even development is needed for a higher score.

Student Response 7

Giving advice and encouragement is like giving candy to a baby, they like it sometimes at other times it may make them sick. I can remember a time when my grades in one class were in a bit of a slump. I was very frustrated and I wanted to be left alone. I remember my dad coming up to my room and explaining to me that the grade was inexcusable, and that something had to be done. I told him about my frustration, and he told me that he could see what he could do. He would see if he could arrange a meeting with my teacher to help me with my problem. ^(I don't) ~~you see, not only did I hate the class~~ ~~but I also~~ ~~hate~~ ~~the class~~ ~~because of my~~ ~~poor~~ ~~grades~~ but I also hated the teacher. I thought he was a bad teacher. I thought he ~~was~~ favoured girls and hated boys. I don't know why, but it seemed to me that I was his least favorite student. And that was okay, considering he was my least favorite teacher. Anyway, the deal was that I was to go in for a "study hall" (if that was what you would call it) at lunch with my teacher and we would talk about the material that we were

learning in class. So at 12:00 sharp I was ~~in~~ in the lunch line buying my lunch, and at 12:05 I was sitting in my teacher's room discussing my grades. All of a sudden, he told me that if my grades didn't improve by the end of the quarter, I would be forced to leave the class. Once I heard this, I couldn't help but to cry. Then my math teacher told me something that I will never forget. He told me that I should never give up. Never lose faith in what I truly believed in. He then got up out of his seat and walked out the door.

This bit of encouragement was what I needed. Soon my grades were the best in the class. I was on the honor roll, and I owed it all to my math teacher. He gave me that little bit of encouragement that went a long way. So clearly, encouragement and advice are both wanted and not wanted in today's society. It all depends on the person and the mood they are in I guess.

Score Point: 3

This response is focused and is evenly developed with basic detail. There is a clear narrative progression. Although the vocabulary is not particularly engaging, it is appropriate.

Student Response 8

"Wow! I can't believe it! My very own playstation 2. Thanks mom, you're the best."

Beep, beep, beep, beep.....

"Seven o'clock already? Oh well, perhaps my dream of getting a playstation 2 will someday become a reality."

Ever since the new game console, playstation 2, had come out, I knew that I would do anything to get my hands on one of these amazing systems. But let's be serious, what can an eleven-year-old possibly do to make three-hundred dollars? I then decided to go to my mom for advice, and what did she tell me? She said ~~to~~ ^{the} obvious mother answer, she told me to get a job. I thought about it, and I realized that getting a job wouldn't be that bad, so I decided to become a babysitter. Mostly for my brother or some of the neighbors on my street. But it wasn't as easy as I thought it was going to be. It gave me a bit of a surprise once the kids started crying and throwing temper tantrums. Despite this, the money was good, and to me, that was all that mattered. Within about 4 months, I was only about 50 dollars from my brand new playstation 2. To celebrate this great achievement, I decided to go up the road to M Pharmacy. It sold about all the different types of candy that you could imagine. The second I opened the door, I saw it, just lying there on the pharmacy floor, my key to hours of virtual fun, a fifty dollar bill! I couldn't believe it just lying there with what looked like a halo around it. I picked it up and it was at that time in which I ^{needed to} ~~decided~~ whether to keep the money, or turn it in. A million thoughts kept shooting through my head. But the only thing I could remember was my mom telling me that if something

like this were to happen, then I should turn the money in. So I decided to take my mom's ~~side~~ advice and turn the money in. I guess it was back to screaming babies if I wanted that ps 2. A week later I got a call from M saying that since no one had claimed the money, I could keep it. I was astonished, my dream had come true!

Score Point: 3

This response is clear and focused. It is evenly developed with specific details. The sentence structure is varied and the writing is engaging.

Student Response 9

Sometimes I wonder what my life would be like if I wasn't handicapped. Would I be able to feel the freedom of stretching out my legs, or conquering the things that in my mind were the goals of life? I go through each day being criticized, treated differently, and not knowing what it would ever be like to walk with ease. These problems in my life are caused by two words, "muscular dystrophy".

When I was born, my family had to go through the pain of being told there was something wrong with their baby. The doctor told them about the disease I possessed, and about the problems they would have to witness. I was diagnosed with muscular dystrophy which would wear away my muscles, until they were gone.

From the time I was three, I began to have trouble walking. My parents purchased me a walker, only to overlook the fact that it would get so much worse as I got older. I couldn't play tag with the other kids, or have the joy of being able to walk the day I was "special" and because of that, I was restricted from all of life's experience.

Now my parents have accepted my problem, being the fact that this horrible disease literally ate away my muscle, my strength. My older sister, I, always understood what I was going through, even though she wasn't sick like me. But after all this pain, something helped me.

to accept my problem, and to be proud that I was overcoming an obstacle, that no one could fix. It was a little advice from someone that was dear to me, I

can you imagine your whole life being the center of attention and ~~was~~ a little bundle of joy ~~came~~ and took it away? My sister became a shadow and put up with everything life handed her. She still loved me, even though her love was taken away so long ago.

On December 3rd of last year I recieved a transplant to support me, and to improve my condition. I was so afraid I was going to die although I had admitted three before. This time was different. Like the 3 times before, she was sitting next to my bed, squeezing my hand as tight as she could, with her eyes shut, telling God to make everything go alright. When she looked at me, I saw this glimmer in her eyes as if she was scared for me too. She showed what some might call unconditional love.

That day I told me something that honestly changed my life. She said to me, "no matter how long you live, or how long you love, we, your family, will always be here" As cheesy as it sounds, it made sense all my life I ~~was~~ thought all the attention and love I recieved was for pity. But in reality, the perspective I hadn't seen from, they were only trying to love me.

Today at 13, I look back and realize how much my life has turned around. The transplant I got helped,

and I ~~am~~ ^{am} beginning intense therapy, physical of course, to regain my strength, and to even one day, walk. I see now that it only took one person to change the life of another, and faith and true love can save someone. I know this because it saved me.

Score Point: 3

This very high “3” response is well-developed and focused. The word choice is appropriate and there is some engaging vocabulary. However, there are places where the meaning is not clear (my parents purchased me a walker only to overlook that it would get worse) and where the relevance to the story is not clear (the first paragraph on the second page).

Student Response 10

Advice and encouragement are two things that all people need at one time or another. In this paper, I will tell you a true story of just how much they are needed. In this story, a friend of mine was in dire need for both. To protect her privacy, I shall use the name Brooke to describe her.

The bus ride back from a long day of skiing at Mt. was always very hard and trying. It would always be late, and smelly, cold, wet, and tired. B students would sit in the dark quietly, listening to the busdriver's [usually poor choice of a] radio station. I was jammed up against the frosty window by my equipment, and I could just barely see my freckle-faced companion, Brooke, over my bag, who seemed troubled. I compressed my stuff with my fist so I could see her better.

"What's wrong, Brooke? Are you O.K.?" I questioned, concerned. She looked at me with her soft, brown eyes.

"Nothing," she replied quickly. Too quickly. She sat up with perfect posture, concentrating on the seat in front of her. A solitary tear ran down her cheek. I gave her a hug. She reciprocated and broke down on my shoulder, sobbing uncontrollably, moaning along with crying.

"Oh, Brooke, I soothed. "It's O.K., it's O.K...."

She sniffled, regaining her composure. I scanned her face, searching for any indication of what might be wrong. Then it hit me like a ton of bricks. "It's Jenny,* isn't it?" I whispered. Brooke nodded and whimpered, sounding like a wounded puppy. Jenny was a girl at our school who called herself Brooke's friend and bullied and humiliated her to the point where it could be deemed abusive.

Brooke began to tell me about how Jenny had been tormenting her even more lately, and how today, Jenny had her little pompous gang of mindless ignorami to corner Brooke, push her around (literally) and swear at her. I listened intently, blinking back tears. Who could ever want to hurt such a sweet and caring girl? Brooke could barely utter the six words that would break my heart: "I wish someone could like me."

I immediately sprang into action, encouraging her, telling her how people did like her, and she was too good to be hanging out with scum like Jenny and her evil gang, anyway. She listened for a while, and a small but very distinct smile fell across her lips. Then, she asked me what she should do about Jenny. Step by step, we analyzed the situation and decided on one ultimate plan of action: Brooke would sever her

"friendship" with Jenny. It took many excruciating months with tears, anger, hope, and, finally, TRIUMPH! That's right, Ladies and Gentlemen, Brooke finally freed herself from Jenny's awful tyranny.

Later on in our lives, Jenny got into a lot of trouble with things much worse than before, including a run-in with the police I would prefer not to share. On a brighter note, Brooke instead of going down in flames with Jenny, persevered and shone with her newly acclaimed independence. Although she has become as stubborn as an ox, we are very close. She is on the honor roll and is actively involved in many sports. Also, she has realized and is beginning to pursue her passion to sing.

All of these wonderful things happened to Brooke because all she needed was a little push in the right direction - a little encouragement and a little advice. Now here's the cool part - this is a true story. And finally, on a personal level, let me say right now that that was the most enlightening and worthwhile bus ride I will ever take.

*not actual names

Score Point: 4

This response is organized and controlled. The writer uses creative, insightful detail to develop the storyline. The voice of the writer is apparent.

Student Response 11

It was mid-summer in the year 2001. I'm not sure what day exactly but it was going to be one of the big days of the year for me.

Buzzz. My alarm went off at six in the morning. I got out of bed and looked out my window. It was still dark out. I managed to see two deer roaming around my backyard looking for something to eat. "Well, I better get ready," I told myself. It was about six-thirty by the time my mom and I got everything packed in the car.

"S... time to go. We need to be there at seven," my mom yelled.

"Coming," I responded. "I had to get my show pad." We were off to my first big horse show.

On the way there I saw so many things I had never noticed before. There were cows, horses, pigs, and chickens on a farm I thought was abandoned. There were flocks of birds flying over head, and to top it off the sun was rising it was so beautiful. Before I knew it we were there at Equestrian Center.

I went out into the horse pasture to get my horse. CA. I brushed, saddled, and broke her. She was ready.

At seven I had to school or practice for the show later that day. I went into the flat ring which is where you walk, trot, and canter. Everything seemed so fresh.

I could smell the pine trees, and the newly cut grass. After about ten minutes of warming up I had to go to the jumping arena to jump. It was great. C.R. and I jumped everything perfect!

When I had finished jumping I decided to give C.R. a bath. She had to be spectacular for the show. I first hosed her down so she would be wet. Then came her favorite part the soap. She always had to play with the bubbles. Then finally I hosed her down again to get all the soap off.

I had to hurry to get the saddle and bridle on because my first class was about to start. I hurried up to the arena with my show coat, gloves, and helmet. I got on as fast as I could.

It was my turn to go into the show ring. I was being judged on the flat. "Walk please, all walk," the judge announced to the other riders and me. Then we had to trot and canter. Finally, "Line up in the center with your back facing the judge," she announced. "The results for class five. In first place C.R. ridden and owned by S..."

I was so surprised I got a first. This went on for four more classes in a row. That was the best day but there was still tomorrow to come.

I woke up the next morning. It was the same schedule as the day before. It was once again time for me to show. It was the first

class. I did horrible I had refusals, and I didn't get my leads. This happened for four more classes that day. It was my last class and I didn't want to do it. It was a medal class the hardest classes you can enter. I asked one of my trainers J if I had to do it.

"Well, if you don't enter then we can't have the class at all," he said. Then my other trainer M came over.

"Just try it and see." she said scoldingly. "All you need to do is sit up and look where you are going. Don't worry about your leads or staying on course. Just try your best." That was all the advice I needed.

I studied the course then entered the ring. "I'm going to go off course anyway so it doesn't really matter," I thought out loud.

After the seven jump course I exited the ring, and I even stayed on course. Since it was a medal class I had to go back in, and do another course with other tasks involved. It was about ninety degrees out, but it felt like twenty. It was time again to go into the ring. Five jumps at a canter, then trot, halt, then canter the last jump. I did it, it was perfect. All of the riders had to enter the ring for the places. This time they started last and went to first.

I was the only one left who had not been called. Then
"In first place C.D. _____, ridden and owned by
S. _____" The judge announced. I got a medal
and a big ribbon for S. _____. It was one of the best days
of my life, and a little advise can really go a long way.

Score Point: 4

This response thoroughly develops this story. Although the language is not particularly rich and creative, the story progresses logically and smoothly from beginning to end. The wealth of detail and the tight control of the progression of events puts this response into the "4" score point range.

District: MICHIGAN DEPARTMENT OF TREASURY
 School: PUBLIC SCHOOLS
 Codes: District- 99999
 Run Date: 05/03/02

Michigan Educational Assessment Program
 Grade 7
 Writing Frequency Distribution
 Winter 2002

Writing Frequency Distribution

	Raw Score	Freq.
Not Yet Proficient	0.0	1,033
	0.5	0
	1.0	2,522
	1.5	5,701
	2.0	32,222
Proficient	2.5	28,695
	3.0	40,203
	3.5	8,778
	4.0	3,382

Total Number of Students: 122,536

A score of 0.0 through 2.0 is considered Not Yet Proficient.

A score of 2.5 through 4.0 is considered Proficient.

Frequency Distribution of Comments

Frequency	Comment
8,298	1: This response lacks clarity and/or focus on the central idea.
15,100	2: This response demonstrates limited control over sentence structure, vocabulary and/or conventions, making the paper awkward or difficult to understand.
35,477	3: This response needs relevant details and examples to adequately develop the ideas and content.
10,708	4: This response lacks coherent organization or direction, which may cause confusion for the reader.
28,763	5: This response needs richer development of the central idea with some additional, relevant details and examples to get a higher score.
7,140	6: This response needs tighter control of organization and/or the connections among ideas to get a higher score.
28,862	7: This response needs more control of conventions, variation of the language and sentence structure, or stronger voice to get a higher score.
3,382	8: This response earned the highest scorepoint of 4.
8,778	9: This response represents a highly competent response.